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AUTHOR Chadwick, Doug; And Others
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ABSTRACT

Although higher education is often referred to as the "market place of ideas" traditional sex role stereotyping attitudes and behavior are pervasive and significantly reinforced in the collegiate environment. From previous research it has been demonstrated that, during the sophomore and junior year of college, crucial student life career decisions occur which reinforce previous sex role identification. Although many campuses have attempted to modify sexist attitudes through programs and co-curricular activities, there have been few efforts to offer a systematic program for college students. This paper describes a systematic program, developed by the Department of University Housing at the University of Georgia, which focuses on the residence hall environment as a locus for student re-examination and testing of alternative sex role patterns. The main thrust of the program involves active exploration of approaches and techniques that are designed to sensitize students and staff to sex role alternatives. The booklet provides relevant background information, the results of nationwide research, and self-guided program exercises. The program's goal is to provide readers with an understanding of the process for developing non-sexist programs; two actual program techniques; and background data and resources available in the field. (Author)

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Male • Female:

Expanding Awareness Through Experiential Programming

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University of Georgia

Department of University Housing

MALE — FEMALE:
EXPANDING AWARENESS
THROUGH
EXPERIENTIAL PROGRAMMING

A Program Presented at the

1977 American College Personnel Association Convention

Denver, Colorado

March 27-30, 1977

PRESENTED BY:

The University of Georgia

Department of University Housing

Doug Chadwick

Carol Kasworm

Susan Lopit

Nancy Murphy

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All those colleagues who gave their time assisting us by answering the Survey On Sex Role Awareness Programming.

MALE·FEMALE: EXPANDING AWARENESS
THROUGH EXPERIENTIAL PROGRAMMING

Although higher education is often referred to as the "market place of ideas", traditional sex role stereotyping attitudes and behavior are pervasive and significantly reinforced in the collegiate environment. From previous research it has been demonstrated that during the sophomore and junior year of college, crucial student live career decisions occur which reinforce previous sex role identification. Although many campuses have attempted to modify sexist attitudes through programs and co-curricular activities, there have been few efforts to offer a systematic program for college students, Male·Female: Expanding Awareness Through Experiential Programming is one such systematic program, developed by the Department of University Housing at the University of Georgia, which focuses on the residence hall environment as a locus for student re-examination and testing of alternative sex role patterns.

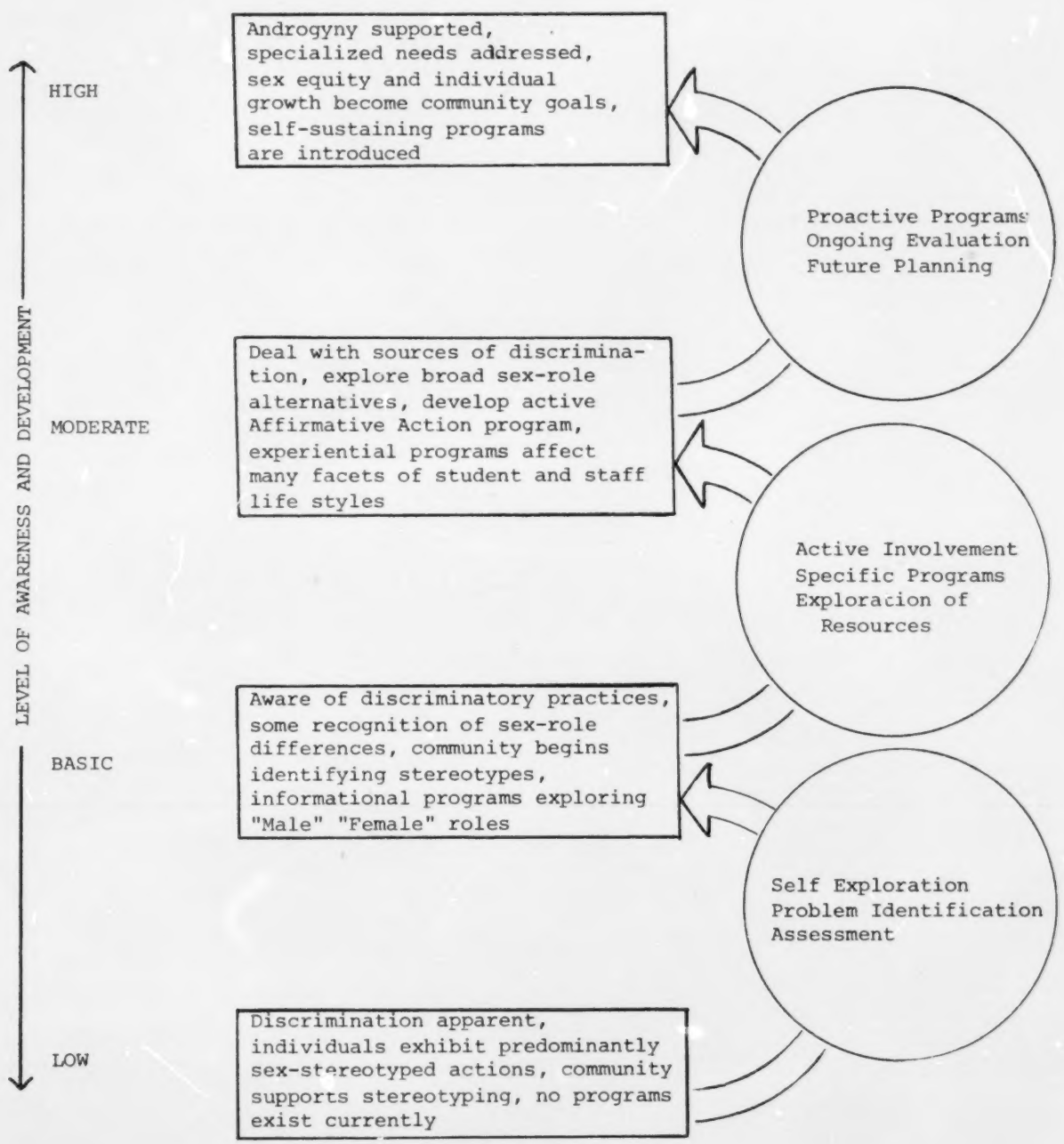
As student development specialists, we often face difficulties in determining the need levels and varieties of a particular student population. This difficulty is compounded by the specific lack of knowledge and prior programming efforts regarding sex role alternatives. The main thrust of our presentation will involve active exploration of approaches and techniques that are designed to sensitize students and staff to sex role alternatives.

As part of our research in providing an experiential program exploring the phenomenon of sex-role alternatives we will present the findings of a survey sent to various colleges and universities across the nation. The survey data will present both the perceived needs of individuals regarding sex-role awareness, and the types of programs and program philosophies developed in response to those needs. These findings, along with other information, has been compiled in this resource booklet.

Male·Female: Expanding Awareness Through Experiential Programming will provide relevant information, research, and active demonstrations in an area that we, as student development specialists, have just begun to actively approach. Our goal is to provide the audience with: 1) An understanding of the process for developing non-sexist programs; 2) Two actual program techniques; and 3) Background data and resources provided in this booklet.

UNIVERSITY OF GEORGIA PROGRAM TECHNIQUES

A PROGRAM MODEL FOR DEVELOPING
SEX-ROLE AWARENESS


LEVEL OF AWARENESS AND DEVELOPMENT
HIGH
MODERATE
BASIC
LOW
Androgyny supported, specialized needs addressed, sex equity and individual growth become community goals, self-sustaining programs are introduced
Proactive Programs
Ongoing Evaluation
Future Planning
Deal with sources of discrimination, explore broad sex-role alternatives, develop active Affirmative Action program, experiential programs affect many facets of student and staff life styles
Active Involvement
Specific Programs
Exploration of Resources
Aware of discriminatory practices, some recognition of sex-role differences, community begins identifying stereotypes, informational programs exploring "Male" "Female" roles
Self Exploration
Problem Identification
Assessment
Discrimination apparent, individuals exhibit predominantly sex-stereotyped actions, community supports stereotyping, no programs exist currently

SEX ROLE STEREOTYPING

DEVELOPING AWARENESS: INITIATING CHANGE

As a campus leader, you need to develop increasing awareness to specific areas in which sex role stereotyping might be limiting individuals or groups on your campus. Because of your leadership skills and position, you may be able to initiate programs to develop increased awareness in others and to set in motion action for needed change.

The following is a list of some areas you might want to look at to see if sex role stereotyping is affecting students on your campus. Under each are listed specific points you may want to consider in exploring the areas.

When we talk about developing awareness, we mean gaining knowledge and drawing inferences from what you see, hear, and learn. Awareness is realization. Therefore, in the "AWARENESS" column, some questions which may serve to stimulate your thinking are listed.

Once you have become aware of sex role stereotyping, you, as a leader, could take on the role of change-agent. You may be able to initiate on your campus proactive or reactive steps to identify specific attitudes and practices that, due to their stereotyping nature, are affecting your students. Thus, space is provided in the "ACTION" column for you to list some of these steps.

AREA	AWARENESS	ACTION
A. Academic Opportunities (consider advisement, career planning, etc.)	1. Do advisors steer students toward stereotypic degrees, i.e. women in education, men in business, without consideration of their interests and abilities?	1.
	2. Are programs offered to help men and women students explore all majors and careers?	2.
	3. Do professors let their stereotypic attitudes affect their responses to students?	3.
B. Financial Aid Opportunities (consider scholarships, work-study positions, campus jobs, etc.)	1. Is there an equal distribution of scholarships available for men and women students?	1.
	2. Are there jobs designated specifically for one sex which could be handled just as well by a member	2.

AREA	AWARENESS	ACTION
	2. of the opposite sex, i.e. clerical, sports officiating, security?	2.
	3. Is the pay scale for men and women in identical positions equal?	3.
C. Leadership Opportunities (consider student government, residence hall government, campus committee appointments, service and social organizations, etc.)	1. Who are the recognized leaders on your campus? Is this group dominated by one sex?	1.
	2. What specific positions are held by men; women? Do women run for president; men for secretary?	2.
	3. Are leadership training programs offered to help all students assess and develop their leadership skills?	3.
D. Residence Housing Opportunities (consider availability of space and hall facilities, policies and procedures, programs, etc.)	1. Are there different rules for men and women? Should there be?	1.
	2. Are the spaces available in residence halls proportionate to the ratio of enrolled men and women?	2.
	3. Are the facilities in the male and female halls comparable?	3.
E. Social Opportunities and Pressures (consider the "male" image and resulting expectations, and the "female" image and resulting expectations, etc.)	1. What are the characteristics that determine male/female popularity?	1.
	2. Is it permissable for a woman to ask a man for a date?	2.
	3. What types of activities could men attend alone; women?	3.

AREA	AWARENESS	ACTION
F. Sports and Recreation Opportunities (consider intramurals and varsity teams, extent of activities offered, scholarships, etc.)	1. Are there comparable recreational facilities available for men and women?	1.
	2. Who is housed in the athletic halls? Who receives athletic scholarships?	2.
	3. Are there equal opportunities for men and women to participate in all types of sports activities?	3.

Developed by: Ms. Susan Lopit

The following awareness exercise has been adapted for the University of Georgia residence halls, from the book: VALUES IN SEXUALITY A New Approach to Sex Education, by Eleanor S. Morrison and Mila Underhill Price, pages 70-75.

ADVANTAGES AND DISADVANTAGES

PURPOSE

To identify and share the advantages and disadvantages of male and female sex-role expectations on a college campus.

OBJECTIVES

1. To increase awareness of the advantages and disadvantages of cultural sex-role expectations for college students.

2. To explore and clarify with students the perceptions and feelings about sex-roles created by society and the campus environment.

3. To share and exchange what it means to be a man or a woman on a college campus.

RATIONALE

Through exploring the positive and negative aspects of sex-roles, students are able to see the "flip side" - that for every advantage enjoyed by the opposite sex there may be disadvantages. This realization will enable students to be more empathic toward the opposite sex, and to be less simplistic in their analysis of opposite-sex behavior.

MATERIALS

Large sheets of newsprint, to be marked off as a chart with:

Disadvantages of Being a _____	Advantages of Being a _____

"Write in the blanks 'Man' or 'Woman', as designated in the following procedure..."

PROCEDURE

1. Introduce exercise:

   "Today we are going to explore some of the advantages and disadvantages of being a man or woman. For most of the time, we will be working in same-sex groups. The women's groups will be thinking about what it's like to be a man, and vice versa."

2. Form into same-sex groups of six to nine members.

3. Direct students to look at the chart. Then say to students:

   "Men's groups, take a sheet of newsprint and mark it off in the same way as the chart is divided. After you have written in the two headings at the top, write the word woman in the two blanks at the top heading. Women's groups, prepare your sheets in the same way, and write the word man in those two blanks.

   "Now, in your separate groups, you are to list as many advantages and disadvantages as you can think of. List only items which most people in your group agree to and are serious about.

4. Allow 10-15 minutes for this process in same-sex groupings. Give a warning five minutes before you are ready to call time.

5. When you have called time for all the groups, have each group post their charts. Then state:

   "We will now form two groups - one of all the men, and one of all the women." Both groups will be given five minutes to compile the top three to five statements in each category from their original lists.

6. After five minutes, stop both groups, post the two listings then begin the discussion stating:

   "Read the list compiled by the opposite sex. How do you feel about their perceptions regarding the advantages and disadvantages of being a member of your sex? Which of their observations do you agree with? Where do you disagree? Do you feel that there is a need to do something to change peoples' perceptions? If so, where do we begin?

OPTIONAL

1. When the first group appears finished, then give the next set of directions:

   "When you have completed both columns of the sheet to the satisfaction of all in your group, exchange lists with a group composed of the opposite sex.

   "Read the list prepared by the opposite sex. Discuss in your same-sex groups how you feel about their perceptions regarding the pluses and minuses of being a member of your sex. Which of their observations does your group agree with? Where do you disagree? Are there different reactions within your group to these perceptions? Explore them."

2. Allow ten to fifteen minutes, then say:

"Now we are going to have an opportunity to hear how people feel about their own sex role, about the advantages and disadvantages they experience as men or women.

"Each group choose _____ person(s) to participate with other members of the same sex in this discussion. These representatives will sit together in the center of the room, while the other students observe them and listen to their feelings and perceptions. Because the participants are encircled by silent observers, this process is called fishbowling." (Anywhere between five and eight persons of the same sex may occupy the fishbowl.)

3. Make a circle of chairs in the center of the room, leaving two chairs vacant.

"Will the representatives come to the center? We will flip a coin to see whether the men or women talk first."

After the coin flip say:

"There are two vacant chairs in the circle. If any of the rest of the students of the same sex as those within the fishbowl want to say something, they may move into these chairs. After you have said your piece, please vacate the chair so someone else can occupy it.

"The persons in the fishbowl are the speaking members of the discussion. The opposite sex is to remain silent during the fishbowl discussion."

4. In fishbowl discussion, persons tell how they feel about their own sex roles. Time allotted may be varied.

5. Reverse - have opposite sex form fishbowl and proceed as before.

Revised by: Ms. Carol Kasworm
Mr. Doug Chadwick
Ms. Nancy Murphy

The following preference sorting exercise has been adapted for the University of Georgia residence halls from the book: VALUES IN SEXUALITY A New Approach to Sex Education, by Eleanor S. Morrison and Mila Underhill Price; pages 83-89.

Man's and Woman's Place in Society

This exercise provides stimulation for the exploration of values and stereotypes regarding sex roles in American society. The stimulus is provided through individual ranking of values and attitudes toward sex roles. The exercise is useful in exploring, through group discussion, individual preferences and beliefs towards sexism.

Objectives

To explore personal values about male and female sex roles.

To gain insight into the diversity of beliefs and issues regarding sex role behavior.

To provide a springboard for group interaction concerning perceptions of sex roles and the alternatives available to the individual.

Materials

Paper or cardstock; 14" sheets of paper; pencils

Procedures

In introducing the exercise, the following statement could be made:

"Today, each of you will be exploring your attitudes regarding men's and women's roles in our society. This exercise will only be a rough measure of what you feel, however, it should help clarify what you believe to be generally true about men and women. It is important that you respond to each of these statements not as you think you should respond, but rather by what you believe and value personally. Be honest with yourself."

The attached 48 preference sorting statements should be placed on individual cards or slips or paper. Each participant will then receive a set of these 48 cards or slips, along with a 14 inch sheet of blank paper, for the exercise.

Each participant should be instructed to draw a line the full length of the 14 inch sheet of paper and construct a scale as noted below:

PREFERENCE SCALE

1	2	3	4	5	6	7
Statements I Least Agree With			Statements About Which I Am Neutral			Statements I Most Agree With

The individual participant is instructed to read each card and place the card on one of the seven points of the scale which most closely defines his/her belief about the statement. Allow 20 minutes for the sorting process then say:

> "When you have finished, turn to the scoring sheet (see attached). Before you tally up your score, look at the four categories listed below. Mark which one you think you'll be highest in, which second highest, etc. Now tally up your score as directed and see how accurately you guessed."

It might be helpful to remind the participants that these four categories are rough designations, not precise descriptions.

ATTITUDE CATEGORIES

Old Masculinist ("biology is destiny") This person sees a sharp delineation in man's superiority and woman's inferiority in abilities and societal roles. Biologically, man has the ability to dominate, lead, and make the significant decisions, whereas woman is nurturant, maternal and instinctively a follower. Men must provide the independent, ambitious, achievement, and provider role for both the family and society. Women were meant to be wives, mothers, and companions, focusing their attention on keeping a happy home, raising the children, and dutifully obeying the commands of their husbands.

New Masculinist ("vive la difference, but down with discrimination") The new masculinist believes that men and women have inherent emotional and personality differences which compliment each other. Women along with men, are capable of working in society and expressing their various talents. However, these leadership and work experiences should not compete with men or interfere with the wife and mother role. Since women tend to be more empathic, they are better suited to carry out the idealistic, community-minded activities that men often neglect. Women also provide emotional support for men, so that they can achieve.

Old Feminist ("anything men can do, women can do better") This person believes that women are biologically and psychologically more capable than men. Women should be independent, career-minded, and assume key leadership roles. Men are viewed as the oppressors and manipulators in the development of women. If a woman should marry, her family role must be either one of a major decision-maker or of a co-equal power status. She should never be placed in a subordinate status under man.

New Feminist ("sex-linked roles are obsolete") This person believes that every person should be free to explore all possibilities and alternatives offered by society within the range of his/her own abilities. Each person should have control over his/her own body and destiny. Realizing the strong socialization of women into subordinate stereotypes and men into dominant stereotypes, these individuals see sexism as a learned perception in both men and women's lives, and believe all people should be "re-educated".

The scoring sheet lists the statement number which best fits into each category. Take all cards which were placed on the scale under number one, "Statements I Least Agree With". Locate the number of the statement on the scoring sheet and list 1 point on the tally sheet in the score box next to the appropriate category. For all statements which were placed on the scale under number 2, locate those statement numbers on the scoring sheet and list 2 points on the tally sheet in the score box next to the appropriate category. The participant should continue this process until he/she has noted a point value for each of the 48 statements in the appropriate score box. At that time, each participant should add up the points in each score box and enter the total in the appropriate column. A high score represents an identification with that attitude.

SCORING SHEET

ATTITUDE CATEGORIES	OLD MASCULINIST	NEW MASCULINIST	OLD FEMINIST	NEW FEMINIST
	13	1	3	5
	15	2	4	6
	16	10	8	7
	23	11	14	9
Statement	25	12	20	19
Numbers	28	17	24	21
	29	18	26	22
	32	33	27	30
	36	34	31	39
	37	35	38	41
	43	42	40	45
	46	44	48	47

TALLY SHEET

ATTITUDE CATEGORIES	SCORE BOX	TOTAL
Old Masculinist		
New Masculinist		
Old Feminist		
New Feminist		

Discussion of the participant's concerns and perspectives should follow, maximizing self-awareness and understanding of different participant beliefs.

You may want to begin the discussion using a statement such as:

"Use the rest of the time to discuss how you feel about your score. Does it surprise you? Does it make you feel comfortable or uncomfortable?"

PROCESS SORTING STATEMENTS

1. A career for a married woman is most appropriate after her children are grown.

2. A woman may be employed, but should not compete with her husband for professional success.

3. A woman can best achieve full self-development by ignoring men and the system men have built.

4. The world can be much more efficiently run by women than by men.

5. Alimony should be abolished.

6. The husband should be willing to move if the wife's job demands it.

7. A father in a two-career family is likely to be closer to his children than one who is the sole breadwinner:

8. Men, because they are more subject to heart attacks and ulcers, and because they feel a need always to be in an authoritative position, are less equipped for difficult responsibilities than women.

9. Women should be able to have an abortion on demand.

10. Women are inherently more intuitive and empathic than men.

11. Women have special talents unique to their sex that should be better utilized.

12. A woman should be free to pursue whatever interest or vocation she pleases, providing it does not inconvenience her husband.

13. Women's natural work is in the home, but men should now and then assist them with their work.

14. It is not society or the "system", but men who oppress women.

15. Women are instinctively maternal and nurturing.

16. Women should be educated, but not strive to become powerful or influential in public activity.

17. Woman's most useful work in the world is to do the idealistic, community-minded things often neglected by man.

18. Women should be free to pursue many avenues of endeavor because modern men need women who are interesting, flexible, and capable.

19. Sex roles are obsolete, and we should move toward desexregation so that eventually there are no "female" or "male" roles.

20. Women can and should try to be like men.

21. Women as well as men should be liable to the draft.

22. Girls should be free to ask for a date, and to initiate sexual relationships.

23. Much as women would like to be good scientists, first and foremost they want and need to be mothers and companions to men.

24. A woman would make a better President than would a man.

25. Women cannot physically, emotionally, or psychologically do the work men do.

26. It is better to be single than to be subordinate to a man.

27. Women are superior to men in every way.

28. The trend towards desexualization in clothes, jobs, recreation, and education is a dangerous one.

29. Men have more inherent ability to think logically than do women.

30. Child care should be provided by the state for all who want it.

31. A woman can best achieve full self-development by getting the best education and training possible.

32. Most women do not want to be independent, but want a man to take care of them.

33. Man's inherent strengths are different from woman's, and these strengths complement each other.

34. Women are naturally more expressive emotionally than men, and any moves toward "liberation" should enhance this quality.

35. Women are better suited to work for men than men are suited to work for women. They make things run smoothly and efficiently with quiet assistance.

36. Women have the advantage in our society because they have protection, leisure, and freedom from the pressure to achieve.

37. A man can best achieve full self-development by being a good husband and provider.

38. Men treat women as toys.

39. Men and women have the same biological (genetic) range of emotional and intellectual capacities. The differences present in our society are all learned.

40. Men neglect issues of health and welfare, and therefore, women are appropriate political leaders for our country.

41. Almost all men are sexists - either consciously or unconsciously.

42. Women are really the "stronger sex" - they provide emotional support for men so they can achieve. "Behind every great man there is a woman."

43. The husband should have the final decision on important matters.

44. A woman can best achieve full self-development by taking a job that utilizes the unique skills and qualities that she has.

45. If they desire, men should be allowed to assume major domestic roles while their wives assume the major "bread-winning" roles.

46. Young boys should be raised to assume the dominant, leadership role in society.

47. Men should be allowed to assume emotional and passive roles.

48. Men are responsible for the violence in our society.

Revised by: Ms. Nancy Murphy
Ms. Carol Kasworm

SEX ROLE AWARENESS PROGRAMMING SURVEY RESULTS

ACPA COMMISION III

SURVEY ON "SEX ROLE AWARENESS" PROGRAMMING

Name and Address of Institution_____

Name and Title of Respondent_____

1. Does your department conduct a survey to identify interest and/or need areas regarding sex role programming? Yes_____ No_____

a) If YES, what method do you use in the assessment?
_____Program Survey, _____Observed Needs, _____Student Requests,
_____Assessment Instrument (Name_____), Other:_____

b) If NO, are there other agencies on campus which conduct an assessment of students in this area of human development?_____
_____

c) What are the students' significant concerns?

_____Self-Awareness Programs
_____Assertive Training
_____Human Sexuality
_____Co-ed Sports Activities
_____Male-Female Relationships
_____Graduate/Professional School Opportunities
_____Nontraditional Career Exploration
_____Sexism and its Implications
_____Equality in Lifestyle - Single/Married
_____Others:_____

2. What agency or departments has offered programs which focus on sex role awareness?

_____Housing Department
_____Student Activities/Union
_____Counseling Center
_____Career Placement Center
_____Student Government
_____Women's Center
_____Student Organization (Name:_____)
_____Academic Department (Name:_____)
_____Community Organization (Name:_____)
_____Other:_____

3. Where are sex role awareness programs held?

_____Residence Halls
_____Classrooms
_____Counseling Center
_____Student Union/Activities
_____Other:_____

4. Please check those types of programs your campus is presently offering:

_____Vocational Exploration
_____Self Awareness
_____Assertive Training
_____Human Sexuality
_____Male-Female Relationships
_____Programs which develop Competency in Nontraditional Sex Role Areas
_____Programs which focus on the topics of sexism
_____Leadership Training
_____Self Defense for Women; Rape Protection
_____Co-ed Sports Activities
_____Decision-Making
_____Others:_____

5. Please list any programs and provide a brief description of those programs which have been effective or beneficial in developing sex role awareness. In addition, we would appreciate your noting a contact person and/or attaching program materials.

_____

_____

_____

6. Please briefly outline your program philosophy regarding the development of sex role awareness_____

_____

_____

7. How would you define the present scope of your campus program in the development of sex role awareness: (Please check appropriate categories)

_____Offer a great variety of programs for students
_____Offer some program opportunities for students
_____Offer program, but students don't seem to be interested
_____Offer program mainly for faculty/staff training and development
_____Offer programs for student staff training
_____Don't offer programs because we do not have the staff trained in sex role awareness programming
_____Don't offer programs because we aren't interested

8. If you noted in No. 7 the offering of student staff training, please briefly list topic areas that are covered:_____

_____

9. Please note any specific training materials, books, films, etc., that you have found beneficial:_____

_____

10. What are your present needs for the development of sex role awareness programs?

_____

_____

11. If you would like to receive a copy of the final results of this survey check:_____Yes

Thank you for your "super" assistance!

Please send the completed survey by November 15, 1976 to:

Ms. Nancy Murphy
Student Development Specialist
University of Georgia
Russell Hall Housing Office
Athens, Georgia 30602

SEX ROLE AWARENESS PROGRAMMING SURVEY RESULTS

PART I CHECKED (✓) STATEMENTS

QUESTIONS	SCHOOLS: Andrews University	Brandeis University	College of Wooster	Culver-Stockton	Denison University	John Wesley College	Lesley College	Miami University-Oxford	Northern State College	Ohio Wesleyan University	Shippensburg St. College	So. Connecticut St. Co.	SUNY-Albany
1. Does your Dept. conduct interest surveys? Y=Yes; N=No	Y	N	N	N	N	N	N	N	N	Y	Y	N	Y
A. Program Survey										X	X		
Observed Needs	X									X	X		X
Student Requests	X									X	X		X
Assessment Instrument													X
Other													
C. Students' Concerns													
Self-Awareness Program	X				X		X		X	X	X		X
Assertiveness Training					X		X	X	X	X			
Human Sexuality		X						X	X	X	X		X
Co-ed Sports								X					X
Male-Female Relationships		X				X	X	X	X	X	X		X
Graduate/Professional Opportunities	X	X				X							X
Non-Traditional Career Exploration	X				X		X			X			
Sexism and its Implications							X			X			
Equality in Lifestyle-S/M													
Other	X	X					X				X		X
2. Dept/Agncy offering sex role programs													
Housing Department		X	X		X	X	X	X		X			X
Student Activities/Union		X			X		X	X		X			
Counseling Center					X			X			X		X
Career Placement Center			X		X		X			X			
Student Government							X						
Women's Center		X	X					X		X			
Student Organization			X					X			X		X
Academic Department			X	X	X	X		X					
Community Organization								X	X				
Other							X				X		X
3. Sex role awareness program, location													
Residence Halls		X	X			X	X	X		X	X		X
Classrooms			X					X	X				
Counseling Center								X					X
Student Activities/Union		X	X		X			X					
Other						X	X				X		X
4. Types of programs presently offered													
Nontraditional Career Exploration			X				X		X	X			
Self Awareness			X				X	X		X	X		X
Assertive Training			X		X			X		X			X
Human Sexuality		X	X					X		X	X		X
Male-Female Relationships			X				X	X		X	X		X
Competency in Nontraditional Sex Role Areas													
Programs With Topics of Sexism			X				X			X			X
Leadership Training		X	X		X	X	X	X		X			X
Self Defense Programs		X	X		X			X					
Co-ed Sports Activities			X	X	X			X	X	X			X
Decision-Making			X			X		X		X			X
Other					X	X		X					X
7. Present scope of campus programs developing sex role awareness													
Great Variety of Programs													
Some Program Opportunities		X	X		X		X	X		X	X		
Program-Students Not Interested							X	X					X
Faculty/Staff Training		X			X								
Student Staff Training		X	X		X		X			X			X
No Trained Staff in Sex Roles								X	X				X
Other						X						X	

PART I CHECKED (✓) STATEMENTS QUESTIONS	SCHOOLS Sweet Briar College	UC-Irvine	UCLA	University of Georgia	U. Maine - Orono	U. Minnesota - Morris	U. Nebraska - Lincoln	U. Texas - Austin	Wake Forest University	Whittier College
1. Does your Dept. conduct interest surveys? Y=Yes; N=No	Y	N	N	Y	Y	Y	N	Y	N	N
A. Program Survey	X			X						
Observed Needs	X					X		X		
Student Requests	X			X	X	X		X		
Assessment Instrument										
Other										
C. Students' Concerns										
Self-Awareness Program		X						X	X	
Assertiveness Training		X		X	X	X	X	X	X	
Human Sexuality	X			X	X	X	X	X	X	X
Co-ed Sports	X	X		X						
Male-Female Relationships	X	X		X	X	X	X	X		
Graduate/Professional Opportunities	X	X		X				X	X	
Non-Traditional Career Exploration	X			X				X	X	
Sexism and its Implications					X			X		
Equality in Lifestyle-S/M					X	X		X		
Other										
2. Dept/ Agncy offering sex role programs										
Housing Department	X	X		X	X	X	X	X	X	
Student Activities/Union	X		X	X		X	X	X		
Counseling Center		X	X	X	X	X	X	X	X	
Career Placement Center	X		X	X	X				X	
Student Government			X		X					
Women's Center		X	X		X	X	X			X
Student Organization	X									
Academic Department	X			X		X				
Community Organization										
Other	X			X				X		
3. Sex role awareness program, location										
Residence Halls	X	X	X	X	X	X	X	X	X	X
Classrooms				X	X	X		X		X
Counseling Center		X	X	X	X	X	X		X	
Student Activities/Union	X		X	X		X	X			
Other			X						X	
4. Types of programs recently offered										
Nontraditional Career Exploration	X	X		X	X			X		X
Self Awareness	X	X	X	X	X	X	X			
Assertive Training	X	X	X	X	X	X	X	X		X
Human Sexuality	X	X	X	X	X	X	X	X		X
Male-Female Relationships	X	X	X	X	X	X				
Competency in Nontraditional Sex Role Areas	X				X					
Programs With Topics of Sexism		X	X				X			X
Leadership Training	X	X		X	X		X	X	X	X
Self Defense Programs	X	X	X	X	X	X				
Co-ed Sports Activities	X	X	X	X	X	X	X		X	X
Decision-Making	X	X		X	X					
Other		X			X					
7. Present scope of campus programs developing sex role awareness										
Great Variety of Programs						X				X
Some Program Opportunities			X	X	X		X	X		
Program-Students Not Interested	X									
Faculty/Staff Training	X									
Student Staff Training	X	X		X	X	X	X	X		
No Trained Staff in Sex Roles							X			
Other		X							X	

SEX ROLE AWARENESS
PROGRAMMING SURVEY RESULTS

PART II WRITTEN COMMENTS

ANDREWS UNIVERSITY

1. a.
   b.
   c. Personal Development
2. SO-
   AD-
   O-
3.
4.
5. Focus on sex as being as important as self awareness, self motivation, and self development - each has capacity. Work on limits of self concept. Faculty committed to helping students develop healthy concept.
6. As much difference between one sex as between the sexes. It is important to see oneself as part of the human family, to achieve and find a place consistent with one's abilities, desires, convictions, philosophies.
7.
8. Training sessions for various campus responsibilities are a continuing part of our program; also freshman programs, but not sex oriented.
9. Eden Ryl: "Pack Your Own Chute" and "You Can Surpass Yourself".
10. We are really concerned about stressing the tremendous potential that each student has and strive to encourage them to work toward this.

BRANDEIS UNIVERSITY

1. a.
   b. Individual dorm counselors
   c. Sex discrimination
2. SO-
   AD-
   O-
3.
4.
5.
6. Women here are several steps ahead of men in this area - men need education in this area also. Emphasis in this area is greatly needed if both sexes are to be "liberated".
7.
8. In staff training, stereotyping, prejudice are briefly mentioned.
9.
10. Though awareness is probably higher here than many other places, in some ways the sophistication is very superficial.

COLLEGE OF WOOSTER

1. a.
   b. No
   c.
2. SO-Program Living Unit; Gay Caucus
   AD-Psychology Department - Human Sexuality

COLLEGE OF WOOSTER

3.
4.
5. Film "Men's Lives" used during RA training and in residence hall programming; Series of Human Sexuality lectures offered through the Psychology Department; also two programs for RA; Gay Caucus meetings-open to campus; programs in residence halls; program on sex-role stereotyping using role-reversal exercise.
6.
7.
8. Human Sexuality-contraception, homosexuality, sex roles, male-female relationships, etc.
9. Book: "The Student Guide to Sex on Campus"; Films: "Men's Lives"; "Achieving Sexuality Maturity", "Holding".
10. More faculty role models; more coordination of programs.

CULVER-STOCKTON

1. a.
   b.
   c.
2. SO-
   AD-Sociology
3.
4.
5.
6.
7.
8.
9.
10. No existing program

DENISON UNIVERSITY

1. a.
   b. No
   c.
2. SO-
   AD-Women's Studies
3.
4. O-Rape
5. Good Women's Studies Course; Assist training in co-ed and in all women's groups.
6. Women role models/non sexism counseling.
7.
8. Male-Female relationships; human sexuality.
9.
10. Prepared materials for hall staff-programming manuals.

JOHN WESLEY COLLEGE

1. a.
   b. Individual Residence Halls - all students must take the course "Encounter With Self" which deals with role identification.
   c.
2. SO-
   AD-Encounter Studies
3. O-Encounter with Self classes are held any place staff feels appropriate and can share confidentially.

JOHN WESLEY COLLEGE

4. Values Clarification; Encounter With Careers; Encounter With Self; Involvement Program Studies.
5. Encounter With Self - students meet twice a week with peer leader and experience the group process while exploring themselves, their personal intimacies, their values, social roles, religious conceptions and misconceptions. Co-ed groups of seven or eight in each group.
6. Do not prescribe "accepted or popular roles whether social or religious" as being right or wrong. Each individual, given his/her spiritual, physical and mental self must develop personal role.
7. O-We offer a limited program in conjunction with encountering the total self.
8.
9.
10. An understanding and correlation between imperical research and spiritual truths that are more relevant than social popularity in our community.

LESLEY COLLEGE

1. a.
   b. Not in any formal way.
   c. O-Job Placement
2. SO-
   AD-
   CO-
   O-Dean of Students Office
3. O-Other assembly areas, i.e. lounges, auditorium, cafeteria.
4.
5. The Dean of Students Office has offered a variety of programs and equally important, has served as a "gadfly" to sensitize other areas, e.g. academic divisions, public relations, placement services.
6. "None of us are free until all of us are free." Women can do anything they want to do and should be encouraged to believe this. Education involves personhood, and not simply books.
7.
8. Place of a woman's college, ways in which residence hall staff and student government leaders can sensitize students regarding sexism.
9.
10. I think we need to continue what we're presently doing here.

MIAMI UNIVERSITY - OXFORD

1. a.
   b. Office of Program Development - Student Life Research Service.
   c.
2. SO-AWS
   AD-Soc. Philosophy; Psychology
   CO-Together
3.
4. O-Career Development for the College Student - course from Department of Personnel and Guidance.
5. We have not dealt with this area directly; it has been addressed as a central issue in preparation for RA exchange programs (specifically problems of sex role stereotyping) and as a related issue in other kinds of programs i.e. rape prevention.
6. Presently, I see our role as one that encourages consideration of sex role awareness as a valuable process for all individuals; students in the midst of defining their sexual identities seem not to be willing to see the "trees for

MIAMI UNIVERSITY - OXFORD

6. the forest". There is a high degree of reluctance among males to attend programs.
7.
8. See #5.
9. Handbook for Group Facilitators...Pfeiffer and Jones.
10. There doesn't seem to be a significant degree of student interest; we need to be prepared more fully as "pros" in this area.

NORTHERN STATE COLLEGE

1. a.
   b. No
   c.
2. SO-
   AD-
   CO-AAUW
3.
4.
5. Our local branch of AAUW has performed the skit on sex role awareness, "Eve Tells It Like It Is", to numerous organizations and meetings in our community during the past year.
6.
7.
8.
9.
10. We need staff members trained in sex role awareness programming before we can expect to do what we should be doing in this area.

OHIO WESLEYAN

1. a.
   b.
   c.
2. SO-
   AD-
3.
4.
5. Main program was done through the RA training program - Janet Logan, Director of Residence Life. Also several other group programs for special needs have been successful - Chris Merchant; Assistant Director of Campus Programs.
6. As an educational institution, we need to challenge traditional thought processes concerning the roles of men and women, examine the alternatives and help students in the decision-making process so they can make their own decisions about sex roles, rather than accepting what has been traditional.
7.
8. Assertiveness training - examination of traditional sex roles and alternatives.
9.
10. We need to devote more time to this area of programming - we have the resources and the interest.

SHIPPENSBURG STATE COLLEGE

1. Periodically we have surveyed students' interest in general; not every year.
   a.
   b.
   c. O-Gender Roles
2. SO-Womankind
   AD-

SHIPPENSBURG STATE COLLEGE

2. O-Office of Den of Women
3. O-Art Gallery in our fine arts building; wonderful atmosphere which I recommend to others when possible - for us a necessity.
4.
5. We're just getting started so we don't have catchy titles yet! We're doing group sessions for our women's groups and going into residence halls. The response has been very positive. Basically, we're doing things like "What's Love Have To Do With Screwing?"!! Next semester there will be an on-going group for men which will be an awareness development type of experience. Contact Bob Haywood or Tom Hozman (c/o Shippensburg St. College) for details.
6. My general philosophy is to create an atmosphere conducive to questioning some tricky questions which usually don't get asked. The philosophy suggestions to students that questioning is any OK thing to be doing. We try to give validity to the search itself. We are not trying to ram a particular position down anyone's throat, although we do have some feelings regarding what tends to be exploitive or unhealthy. It's very exciting for us and our students appear to want to do some exploring.
7.
8.
9. Sexual Values - Morrison.
10. Ways to reach our male students; and ways to reach more of our females.

SOUTHERN CONNECTICUT STATE COLLEGE

1. a.
   b. No
   c.
2. SO-
   AD-
   O-
3.
4.
5.
6.
7. O-Did one one-semester program series and nothing since.
8.
9.
10.

SUNY - ALBANY

1. a. AI-Locally Developed Questionnaire
   b.
   c. O-Study Skills, Career and Life Planning.
2. SO-Women's Resource Center
   O-Chapel House
3. O-Chapel House
4. O-Interview/Job Seeking Skills; Relaxation Techniques; Study Skills.
5. Ms. Joann Noble, Residence Director, Indian Quad; and Ms. Ro Dorris, Residence Director, Dutch Quad.
6.
7.
8. Male/Female Roles; Women's Awareness.
9.
10. Need materials, sample program formats, staff training.

SWEET BRIAR COLLEGE

1. a.
   b.
   c.
2. SO-Women's Task Force, Health Service Com.
3.
4.
5. We are just beginnint eh program for general campus. Dating panels, games conducted by RA's, Health Services progr ms have been particularly successful. Expect good show regarding: Genetics Counseling, Women in Mangement, leadership, discussion of film "Men's Lives", Panels of Women in non-traditional jobs. Recent issue of Alumnae Mag excellent regarding nontraditional roles of Grads.
6. At present, we are attempting to develop awareness of sex roles and raise expectations and interest in the subject. We are at the "Assertive Training" WHO!! stage. We will offer any program our staff feels is valuable, not necessarily just those the students wish offered, plus programs students express an interest in attending.
7.
8. As a women's college, the program is devoted to values, health, dating, sex assertiveness, etc. in relation to an all female population.
9. "Men's Lives" film; "What Color is Your Parachute"; "Go Hire Yourself an Employee" human potential series; "Assertive" film.
10. Good staff for planning and implementation.

UNIVERSITY OF CALIFORNIA - IRVINE

1. a.
   b.
   c.
2. SO-
   AD-
3.
4. O-Communications Skills
5. Sex Role Workshop - Pat Schwab ; showing "Men's Lives" film followed by a discussion.
6. Target need areas, then develop programs for where students are.
7.
8. Too many to list - crucial one is how does being a male RA affect your datability as opposed to female RA.
9. "Men's Lives"; Moral Developmental Material
10. Time

UNIVERSITY OF CALIFORNIA - LOS ANGELES

1. a.
   b. Probably our Women's Resource Center and Psychological and Counseling Services Center.
   c.
2. SO-
   AD-
3. O-Women's Resource Center
4.
5. Contact Women's Resource Center.
6. N/A
7.
8. Contact Women's Resource Center.
9. Contact Women's Resource Center.
10.

UNIVERSITY OF GEORGIA

1. a.
   b.
   c.
2. SO-
   AD-Sex Role Awareness Course, Educational Psychology Dept.
   O-Health Center offers Human Sexuality Seminars.
3.
4.
5. Sex role awareness programs in residence halls - contact Nancy Murphy, Susan Lopit, Ruth Isaac, Doug Chadwick - University Housing; Sex-role Awareness Course - Dr. Maija Blaubergs, Educational Psychology Dept.
6. The university setting should provide students and staff with an opportunity to become involved in a variety of experiences that will stimulate exploration and sensitize students and staff to sex-role alternatives.
7.
8. Resident Assistant Seminar, ECP 400 offers an option area dealing with sex roles and the college student titled "Male-Female: Interpersonal Awareness". Other option areas dealing with assertive training, leadership, communication skills, decision-making, etc. are offered also.
9. Refer to resource booklet for recommended materials.
10. Need to develop awareness within staff for further support in this area. New approaches and techniques in sex-role awareness programming.

UNIVERSITY OF MAINE - ORONO

1. We try to create sensitive staff.
   a. We have a general activities survey that has some related questions.
   b.
   c.
2. SO-
   AD-
3.
4. O-The Non-traditional Couple
5. Male-Female Relations - program discussion: Do some role playing and discuss concepts relating to open sex roles and relationships; Couple Workshops geared towards developing open relationships and freedom to be oneself.
6. We have no specific philosophy that I am sure of but I operate under belief (maslowian) that each person has the potential to become anything - all factors regarding sex or society put aside.
7.
8. We offer no specific training but many of them assist me in presenting or leading my discussion on male/female relations.
9. Student Couple Workshop Manual from Colorado State University Counseling Center, Ft. Collins, Colorado; George Back's Pairing; Your Perfect Right.
10. More specific program ideas and particularly approaches. Staff needs to be better educated.

UNIVERSITY OF MINNESOTA - MORRIS

1. a.
   b.
   c.
2. SO-
   AD-Interdisciplinary
3.
4.

UNIVERSITY OF MINNESOTA - MORRIS

5. Human Sexuality Course - Dora Schummucher, Counseling Center,
6. Being a small campus, combined resources from Residential Life, Counseling, and Student Activities staff are utilized to present a comprehensive program of sessions dealing with the various aspects of sexuality, in addition to a regularly scheduled Human Sexuality course.
7.
8. Assertiveness, Male/Female Roles, Self Awareness.
9.
10. New technique and ideas.

UNIVERSITY OF NEBRASKA - LINCOLN

1. a.
   b. I am not aware of any.
   c.
2.
3.
4.
5. Assertiveness Training for Women: Contact Elaine Green, 540 N. 16th St., Lincoln, Nebraska.
6. Awareness of Human, Interpersonal Rights and Development of Behavior to Stand Up for Them.
7.
8. Assertiveness Training for Residence Hall Staff.
9. Jakubowski & Lange: "Responsible Assertive Behavior".
10. Skills in motivating traditional students to take their first plunge into sex role awareness.

UNIVERSITY OF TEXAS - AUSTIN

1. a.
   b. We do this in general - not just for women's programs.
   c. We have done programs which were well received in all areas marked for total university.
2. SO-
   AD-
   O- Services for Returning Students (Dean of Students)
3.
4. These are offered in many cases by the Counseling Center and Dean of Students Office in conjunction with residence halls.
5. Francis Plotsky - Services for returning students (many-many ideas); also, sex-roles - men and women - done in the residence halls.
6. To increase awareness, educate not to threaten. Make women aware of what's available, if that's what they choose.
7.
8.
9. Francis Plotsky would have these.
10. Time

WAKE FOREST UNIVERSITY

1. a.
   b. Assessment is made on prior success.
   c.
2. SO-
   AD-
3. O-Off-campus Retreats and one day workshops.

WAKE FOREST UNIVERSITY

4.
5. Human Potential Seminars - Dr. Brian Austin, Center for Psychological Services; Leadership Development and Assertive Training - Steve Janosik; Career Exploration - Cathy Russell, Center for Psychological Services.
6.
7.
8. Leadership Training, Assertive Training, Human Sexuality.
9.
10.

WHITTIER COLLEGE

1. a.
   b. Not to my knowledge
   c.
2. SO-
   AD-Psychology - Human Sexuality
3.
4.
5. The only program so far that has been beneficial in developing sex role awareness is a course on Human Sexuality. I'm not very familiar with it but I know it places an emphasis on male/female relations.
6. At this point, there is no formal philosophy regarding the development of sex role awareness.
7. O-Offers minimal program opportunities - due to time constraints on staff.
8.
9.
10. Basically we need another staff member or more hours in the day so that we can have the time to develop sex role awareness programs.

VIRGINIA COMMONWEALTH UNIVERSITY

Awareness Series: A Program of Personal and Organization Development

The Awareness Series at VCU allows for personal education and experiential learning regarding human behavior. Some of the programs offered are: Group and Interpersonal Relations; Assert Yourself Positively; Myths, Mores, and Meaning in Human Sexuality; On Being A Woman Workshop; Couples Workshop; Male/Female Workshop; Being Single Again; Is Brotherhood Possible? Workshop, etc.

EXAMPLES OF SEX ROLE AWARENESS EXERCISES

Advantages and Disadvantages

The purpose of the exercise is to identify and share the advantages and disadvantages of male and female sex-role expectations on a college campus. Through exploring the positive and negative aspects of sex roles, students are able to see the "flip side" - that for every advantage enjoyed by the opposite sex there may be disadvantages. This realization will enable students to be more empathic toward the opposite sex, and to be less simplistic in their analysis of opposite-sex behavior. (The complete exercise can be found in the first half of this booklet.)

College of Stereotypes

This exercise is designed to help men and women explore their feelings about the opposite sex by participating in an exercise that is both active and creative. Participants will be asked to select pictures and articles from magazines and newspapers and create a college that depicts the opposite sex. The conversation during and following the exercise can be quite thought-provoking. Morrison and Price, Values In Sexuality: A New Approach to Sex Education. Hart, 1974, pages 92-93.

Eve Tells It Like It Is
"He is playing masculine. She is playing feminine."

Excellent readings that stimulate sex-role stereotyping exploration. The readings are meant to be performed and are not only educational for the audience, but also for the presenters. Eve Tells It Like It Is is among readings compiled by a study group from the Manitowoc-Two Rivers, Wisconsin branch of The American Association of University Women. "He is playing masculine. She is playing feminine" can be found in the book Masculine/Feminine: Readings in Sexual Mythology in the Liberation of Women by Ted and Betty Roszak, New York, Harper and Row, 1969.

"I am....." Sentences

The purpose of this exercise is to increase personal awareness of how individuals see themselves, their roles, their personal characteristics. While this exercise is not specifically an exploration of male-female roles, it is helpful in the value approach to sexuality for persons to describe themselves and to discover whether or not they see their identity primarily in terms of a role (student, parent, etc.) or as individuals with particular skills, interests, feelings. Morrison and Price, Values In Sexuality: A New Approach to Sex Education, Hart, 1974, pages 90-92.

Intergroup Meeting: An Image Exchange

The purpose of this exercise is to improve the relationship between two groups, such as levels of management, majority-minority groups, men and women, etc.; and explore how groups interact with each other. Pfeiffer and Jones, A Handbook of Structured Experiences for Human Relations Training, Volume III. University Associates, 1974, No. 68, pages 81-83.

Personal Reflection and Self Portrait

The purpose of this exercise is to explore and share personal feelings about one's own sex role. Drawing facilitates a self-discovery and disclosure which is not possible through verbal interaction. The choice of colors, shapes and lines often expresses perceptions the artist is not consciously aware of. Using the picture as the focus makes it easier to share with group members how one sees oneself. This exercise provides a "safe" framework for group members to share responses to the picture, and for the artist to accept or reject their

interpretations. Morrison and Price, Values In Sexuality: A New Approach to Sex Education, Hart, 1974, pages 67-70.

Role Reversal Greeting

This exercise helps men and women explore their perceptions of the opposite sex by assuming the role of the opposite sex. Morrison and Price, Values In Sexuality: A New Approach to Sex Education, Hart, 1974, pages 93-94.

Sex Roles in Popular Songs

This exercise explores sex-role stereotyping in the music of today and yesterday. Morrison and Price, Values In Sexuality: A New Approach to Sex Education, Hart, 1974, page 92.

Sex Role Stereotyping

The purpose of this exercise is to: make distinctions between thoughts and feelings about sex-role stereotyping; examine one's own reactions to sexism in a mixed group; like feeling feedback to observable behavior; avoid over-generalization; explore the experience of interpersonal polarization - its forms and effects; and study conflict resolution. Pfeiffer and Jones, The 1973 Annual Handbook for Group Facilitators, University Associates, 1973, No. 95, pages 26-28.

The Doll Factory A fable for three players.

"The Doll Factory is a theatrical grab bag full of cliches. Dolly is the traditional, American eye-popper, the "dumb blond": a coy, smiling, overendowed 'innocent' with a breathy voice and long golden tresses. Polly is the all-American drudge, an overworked and, alas, underendowed homemaking machine. As a result of heavy use and infrequent overhaul, her face is sagging, her back is aching, her bottom is spreading, and her hair is beyond control (but eternally set in plastic rollers). She talks loudly and stares at the world as though she were expecting the TV to go on any minute. Al American is a simple cross (but a heavy one) between a high school principal and one of those guys who sells fireworks or bedspreads at stands along highways." This play is not only uproaringly humorous, it also leaves the audience with a firm impression of the sex-role stereotyping going on in society today. The play lasts around fifteen minutes and is very easy to stage. The players seem to enjoy the play even more than the audience does. This is an excellent stimulant for group discussion. Written by Norman Dietz in June, 1974 on commission from the Lutheran Church in America. Playscripts may be ordered from Norman and Sandra Dietz, Box 218, Orient, New York 11957, (516) 323-3602. Royalty: $15.00, set of four scripts: $5.00

When I Grow Up I'm Going To Be Married A game which illustrates how time and circumstance affect women.

When you ask a little boy what he is going to be when he grows up he tells you. He may not end up being what he says, and he may "be" a number of different things over the course of his life, but throughout he is focusing on work. Most little girls say they will be married, period. Data of the U.S. Department of Labor and results of research of the California Advisory Commission on the Status of Women show the following: the average life expectancy of women today is 75 years! 9 out of 10 girls will marry; 8 out of 10 will have children; 9 out of 10 will be employed outside the home for some period during their lives; at least 6 out of 10 will work full time outside their homes for up to 30 years; at least one in 10 will be widowed before she is 50; at least one in 10 will be the head of their families; probably 3 in 10 will be divorced; only one in 3

California girls plan to go to college; most girls do not see themselves as achievers; most girls have not been trained or influenced to deal with the realities they will face in their lives; society will continue to experience the loss of the talents of many bright women because girls continue to believe they must choose between a family and a career. The game has limited purposes, but can serve as a start toward these goals: 1) to give girls a greater awareness of the realities of women's lives, e.g., that most will have a family and a career whether they plan for it or not; 2) to give girls experience in dealing with changed circumstances from which there is no retreat once they have occurred; and 3) to motivate girls to alter their immediate and present plans to avoid possible future pitfalls. State of California Advisory Commission on the Status of Women, 1108 14th Street, Suite 106, Sacramento, California 95814.

Who Gets Hired?: A Male/Female Role Play

The purpose of this exercise is to: clarify one's personal values regarding sex discrimination; examine the values held in common on this subject within a group; explore whether groups of different sexual composition have differences in such values; study the way in which such issues are resolved within a group; and gain insight into the subtle aspects of discrimination. Pfeiffer and Jones, A Handbook of Structured Experiences for Human Relations Training, Volume VI, University Associates, 1977, No. 215, pages 106-109.

SEX ROLE FILMS AND MEDIA

A Whole New Ball Game
9 min., color, rent: $10, sale: $125.
"Excellent film which deals with subtle changes in the attitudes of boys and girls toward each other. Two girls energetically play football with the neighorhood boys until one girl's father comes along, praises his son for playing, and insists that his daughter stop because football is 'too rough for girls'. This breaks up the game and the remaining girl follows the boys down to a creek. The man's statement has made them all self-conscious about traditional sex roles. The boys want to play a kissing game. The girl acquiesces, although she's more interested in playing football. As the film ends she has a hurt and confused look on her face. The open-ended conclusion can be explored with a second viewing and discussion." -Positive Images. BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, (213) 829-2901.

Changing Images: Confronting Career Stereotypes. Director: Richard Murison. 16 min., black & white, rent: $14, sale: $30.00, 1974.
"Lively film which follows second and third grade students as they participate in a unit to change attitudes about sex roles and jobs. In the first week, the boys label any girl interested in athletics a 'tomboy'. Through the third week students continue to reveal stereotyped attitudes about what girls and boys can and cannot do. A girl says, 'Boys can't be a library lady cause they can't read', while a group of boys debate whether girls can play hockey. During the fourth week, however, the children begin to understand the concept of sex role stereotyping. They become critical of their original list of activities that only one sex can do and finally decide that girls can do everything boys can and vice versa. The alert and involved students are engaging to watch as they go through this evaluation. An excellent film to motivate students of all ages and to inspire teachers who want to introduce such concepts." -Positive Images. University of California Extension Media Center, 2223 Shattuck Avenue, Berkley, California 94720, Rental: (415) 642-0460, Sales: (415) 642-5578.

Choice: Challenge for Modern Women, 1967, black and white, 16mm, series of 12 films each 30 minutes, rental $13 per day per film, sale price $150.00 per film. University of California Extension Media Center, 2223 Fulton St., Berkeley, California 94720, (415) 642-0460. Syllabus-discussion guide also available. Films may be obtained for preview-before-purchase for price of special delivery postage and insurance.

"And Who Are You?" #6771. Hubert Coffey, physchologist, and Marya Mannes, author, discuss discovery of one's inner self and the possible conflicts in maintaining one's individuality.

"Is Personal Growth Selfish?" #6781. Sister Mary Corita, I.H.M., professor of art, and Anne Steinmann, psychologist, discuss women's growth throughout life, their dependency upon male and societal attitudes, and their opportunities within "the system".

"What Is A Woman?" #6772. Keith Berwick, historian, and Margaret Mead, anthropologist, discuss what is masculine and feminine, as prescribed by society and as confused by changing patterns.

51%, 1971, color, 30 min., 16mm, purchase $200. Three case studies of women employees in a corporation spotlight stereotypes about and discrimination against women. Provides good role model examples for women for dealing with difficult situations. Directed by Dick Feldmen, produced by Robert Drucker & Co. Sheldon Satin Films, 1175 York Avenue, New York, NY 10021 (212) 758-4870.

Growing Up Female: As Six Becomes One, 1971, black and white, 16mm, 60 min., rental: $70, purchase: $375. The film pertains to the position of women in American society and the movement by women to change that position. The film examines the social forces that shape the self-conceptions of women. Nursery school, high school, parents and the family, guidance counselors, work, the media, and marriage are explored. The story unfolds through the lives of six women - some wealthy, some poor, some black, some white. American Documentary Films, 336 W. 84th St., New York, NY 10024 (212) 799-7440, or 379 Pay St., San Francisco, California 94133.

Growing Up Male in America, slide-tape program; c/o Perry Kaufman, Department of History, Burlington County College, Pemberton, New Jersey 08060.

Hey What About Us?: Sex Role Stereotyping in Physical Activities in Schools. 15 min., color, rent: $17, sale: $200., 1974.
"Part of the same series originally designed for teachers, but can also be used effectively with students. Comes with a booklet, 'All in Fairness'. The first half of the film challenges the notion that any physical activity is inappropriate for either boys or girls: girls play football, boys perform ballet, and both boys and girls practice judo together. The rest of the films shows scenes where teachers and students limit boys and girls to what they consider masculine or feminine behavior." -Positive Images. University of California Extension Media Center, 2223 Shattuck Avenue, Berkeley, California 94720. Rental: (415) 642-0460, Sales: (415) 642-5578.

I Is For Important: Sex Role Stereotyping In Social and Emotion Events. 12 min., color, rent: $15, sale: $160., 1974.
Part of the same series made for teacher training, this film can be used with students. It shows specific incidents of sexist activities and behavior in the classroom. In nursery school little girls playing mommy tell a boy he can't play baby because "boys don't cry".

I Only Want You To Be Happy; produced by Steve Kalten, 16 min., color, rent: $20; GRM/McGraw Hill Films, Del Mar California 92014, (714) 453-5000.
The issues: What are the proper feminine roles? Are there any? Are sex roles based solely on biological differences between men and women? Is it only women whose lives are restricted by the pressures to conform to "proper" sex roles? The purpose of this film is to portray some of the complexities of the "new woman"; her trials, disappointments, successes, attempts to establish a new kind of identity, even her special form of dogmatism. By illustrating a range of self-identity problems, the film is also very relevant for men. The issues are presented in an open-minded, open-ended, and balanced manner.

Masculinity, Filmstrip-record; Schloat Productions, 150 White Plains Road, Tarrytown, New York .

Masculinity and Feminity, 2-part sound filmstrip, color, with cassette tape and discussion guide. Are there life roles that are intrinsically, biologically, feminine or masculine? This sound filmstrip deals with this key question immediately by presenting the challenging and classic case history of a couple who decided to reverse roles. The wife, whose earning power exceeded that of her husband, went to work while he stayed home to keep house and care for their children. Predictably, the experiment failed. Questions raised include the following: How much of the masculine or

feminine stereotype is biological, how much cultural? How able are we to stand up against cultural indoctrination? How seriously are we limiting our choices? Guidance Associates of Pleasantville, New York 10570. Price $44.

Men's Lives, New Day Films, 660 York, San Francisco, California 94110, color, 43 min., rental: $59.

Modern Women: the Uneasy Life, c. 1964. Black and white, 60 min., 16mm, rental $12 for 3 to 5 days. A candid discussion of the role of the educated woman and her inner feelings. Audio-visual Center, Circulation Desk, University of Indiana, Bloomington, Indiana 47401, (812) 337-2103.

Sex Role Development, produced by Barbara Jumpel, 23 min., color, rental: $35. CRM/McGraw Hill Films, Del Mar, California 92014, (714) 453-5000. "This film examines the influence that sex roles and stereotypes have on almost every facet of people's lives; the ways they are instilled in successive generations of Americans and the ways in which some people are currently trying to find better models for human behavior."

Sex Stereotyping in the Schools, 62-slide and tape (cassette) series, written and narrated by high school girls, for use with high school or adult groups to show how schools trap girls in stereotyped sex roles. This set can be reproduced for $20. Jane B. Tybring, Family Relations Specialist, 235 Home Economics Building, University of Wisconsin, Madison, Wisconsin 53706.

The American Male: Exploring Male Consciousness, slide-tape presentation, c/o Rolfe Buzzell, 6515 El Nide Lane #B, Goleta (Santa Barbara), California 93017.

The Fable of He and She, Director: Eliot Noyes, Jr., 12 min., color, rent: $15, sale: $165., 1974.
"On the fantasy island of Baramel, the "Mushamels" and "Hardybars" live traditional lives. The Mushamels cook, decorate and take care of the children; the Hardybars hunt and build. A storm splits the island separating the two groups, and each group is forced to do things that were traditionally taboo for them. The Hardybars learn to cook and care for the children, the Mushamels learn to build and hunt. When the island is reunified both groups come to new conclusions about how people should live with each other. This clever modern fairy tale, done in brightly colored play-doh animation, combines action and humor in a way that appeals to people of all ages." -Positive Images. University of California Extension Media Center, 2223 Shattuck Avenue, Berkley, California 94720. Rental: (415) 642-0460, Sales: (415) 642-5578.

The Liberated Man, Center for Cassette Studies, 8110 Webb Avenue, North Hollywood, California 91605.

The Men's Program, cassette, Great Atlantic Radio Conspiracy, 2743 Maryland Avenue, Baltimore, Maryland 21218.

The Woman's Game, a film produced by the USOE portraying opportunities for women through education. Distributed free by Modern Talking Pictures Service, 2323 New Hyde Park Rd., New Hyde Park, N.Y. 11040.

To Be A Woman, color, 25 min., 16mm, rental: $17.50 per day. Several young women discuss their feelings on the meaning of femininity, stereotypes about

females, womanhood accompanied by Peter Max-type cartoons. Recommended for counselors, teachers, and young girls. Billy Budd Film Co., 235 E. 57th St., New York, NY 10022 (212) 755-3968; Washington, D.C. Public Library.

MEDIA CATALOGS AND AGENCIES

Film catalogs are listed in A Handbook for Workshops on Sex Equality in Education, by Mary Ellen Verheyden-Hilliard, American Personnel and Guidance Association; page 32 for listing.

Insight Exchange, Box 42584, San Francisco, California 94101, non-profit ed. media corp.

Women and Film: A Resource Handbook, an outstanding resource which lists films and vital information regarding various media resources on women and women's roles. For a copy write: Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009.

BOOKS AND OTHER RESOURCES

BOOKS

Barker-Benfield. The Horrors of the Half-Known Life: Male Attitudes Towards Women and Sexuality in 19th Century America, Harper, 1976.

Benson, Leonard. Fatherhood: A Sociological Perspective. Random House, 1967, General Literature review on male sex role and personality.

Boston Women's Health Collective. Our Bodies, Our Selves: A Book By and For Women, New York, Simon and Schuster, 1973.

Bucher, Dutcher, Grover (eds). Liberation: White and Male, Fortress Press, 1976.

David and Brannon. The 49% Majority: The Male Sex Role, Addison-Wesley, 1976.

Duberman. Male Armor: Selected Plays 1968-1974, Dutton, 1975.

Ephron, Nora. Crazy Salad: Some Things About Women, New York, Alfred A. Knopf, Inc., 1975.

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Fileme. Him/Her/Self: Sex Roles in America, Harcourt-Brace.

Firestone (ed). A Book of Men: The Male Experience Source Book, Stonehille, 1976.

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Jongeward, Women As Winners, Edison Wesley, 1975.

Goldberg. Male Condition, Nash.

Gunther. Sense Relaxation Below Your Mind, Pocket Books.

Kaye. Male Survival, Grossett and Dunlap, 1974.

Korda. Male Chauvinism, Berkeley, 1975.

Lasky (ed). Humaness: An Exploration into Mythologies About Men and Women, MSS Information Corp., 1976.

McGrady. The Kitchen Sink Papers: My Year as a Male Housewife, Doubleday, 1976.

Maccoby and Jachlin. The Psychology of Sex Differences, Stanford, 1975.

Marine. Male Guide to Women's Liberation, Avon.

Meredith. Father Power, Doubleday, Anchor, 1975.

Mitchell. Free To Choose: Decision Making For Young Men, Dell, 1976.

Money and Ehrhaadt. Man and Woman, Boy and Girl, NAL.

Morrison, Eleanor S. and Price, Mila Underhill. Values In Sexuality: A New Approach to Sex Education, New York, Hurt Publishing Company, 1974.

Nichols. Men's Liberation, Penguin, 1975.

Oakley, Ann. Sex, Gender and Society, New York, Harper and Row, 1972.

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Petras. Sex: Male/Gender: Masculine, Port Washington, 1975.

Pleck and Sawyer (eds). Men and Masculinity, Prentice-Hall, 1974.

Sargent. Beyond Sex Roles, 1976.

Scholz, N.T.; Prince, J.S.; and Miller, G.R. How To Decide: A Guide For Women, College Entrance Examination Board, 1975. It is an excellent workbook, offering practical exercises on the development of decision-making skills, exploration of values, setting goals and determining future actions.

Seward, G.H. and Williamson, R.C.. Sex Roles in Changing Society. New York, Random House, 1970.

Sexton, Patricia. The Feminized Male: Classrooms, White Collars, and the Decline of Manliness, Vintage, 1969.

Steinman and Fox. The Male Dilemma, Jason Aronson, 1974.

Tiger, L. Men In Groups, New York, Random House, 1969.

Verheyden-Hilliard, Mary Ellen. A Handbook for Workshops on Sex Equality in Education, Washington, D.C., American Personnel and Guidance Association, 1976. Obtain copy by writing: APGA, 1607 New Hampshire Avenue, NW, Washington, D.C. 20009.

Yates. What Women Want, Harvard, 1976.

Yorburg, Betty. Sexual Identity: Sex Roles and Social Change, New York, Wiley, 1974.

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Calderone, Mary. It's Really the Men Who Need Liberating, Life, Sept. 4, 1970, 24-25.

Garland, T.N. The Better Half? The Male in the Dual Profession Family, In C. Safilios-Rothschild, ed,. Toward a Sociology of Women, 1972, 199-215.

Hacker, Helen. The New Burdens of Masculinity, Marriage and Family Living, 1957, 3, 227-233.

Hartley, Ruth. Sex Role Pressures in the Socialization of the Male Child, Psychological Reports, 1959, 5, 457-468.

Howe, F. Sexual Stereotypes Start Early, Saturday Review, October 16, 1971.

Kaplan, A.C., and Bean, J.P. (eds). Beyond Sex-Role Stereotypes: Reading Towards a Psychology of Androgyny, Boston, Massachusettes, Little Brown, 1976.

Komarovsky, Mirra. Cultural Contradictions and Sex Roles: The Masculine Case, American Journal of Sociology, 1973, 78 (4), 873-884.

Mitchell, J.S. I Can Be Anything: Careers and Colleges for Young Women, Princeton, N.J., College Board Publications. Available from College Board Publication Orders, Box 2815, Princeton, N.J. 08540. Paperback $4.50, Hardback, $6.50, 20% discount on 5 or more copies.

Parrish, John B. Coming Crisis in Women's Higher Education and Work, AAUW Journal, November, 1970; pages 17-18.

Russo, N.R. Sex Role Stereotyping, Equilibrium, 1974, 2, 12-16.

Sells, Lucy W. Current Research on Sex Roles, 1972, annotated. Available from L.W. Sells, 1181 Euclid Avenue, Berkeley, California 94708. $2.50 for faculty administrators, and libraries, and $1.50 for students ($2.25 and $1.25 for third-class mail).

Turner, Ralph. The Male Occupational Role, In Turner, Family Interaction, Wiley, 1970, 255-266.

Verheyden-Hilliard, M.E. Cinderella Doesn't Live Here Anymore. Womanpower. A special issue of Manpower Magazine. U.S. Department of Labor, Manpower Administration, Nov. 1975.

PUBLICATIONS AND NEWSLETTERS

Assert, P.O. Box 1094, San Luis Obispo, California 93406. Assert is a newsletter providing information on assertive training, resources and other up-to-date information in the area.

Berkeley Men's Center Newsletter, Unitas House, 2700 Bancroft Avenue, Berkeley, California 94704.

Breaking Free: Ann Arbor Newsletter, Anti-Sexism Resource Center, Residential College, University of Michigan, Ann Arbor, Michigan 48104.

Brother: Forum for Men Against Sexism, Box 4387, Berkeley, California 94704.

Brothers: Men's Liberation Newsletter, c/o Rising Free, 197 Kings Cross Road, London WC1, England.

Changing Men, Men's Resource Center, 3520 SE Yamhill, Portland, Oregon 97214.

Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203. '76 ECS Publications List includes 5 publications on Equal Rights for Women in Education. Three of the five follow:

A Digest of Federal Laws and Regulations: equal rights for women in education, October, 1976 (No. 61) Free.

A Handbook of State Laws and Policies Affecting Equal Rights for Women in Education, March, 1975 (No. 62) $3.50.

Equal Rights for Women in Education: a resource handbook for policy makers, January, 1976 (No. 77) $4.00.

M.A.N. Newsletter, Knoxville Men's Resource Center, P.O. Box 8060, U.T. Station, Knoxville, Tennessee 37916. $5.00 for a year's subscription.

Men Sharing, c/o Campus Free College, 466 Commonwealth Avenue, Boston, Massachusettes 02115.

Men's Center Publication, Men's Center of New York, 257 7th Avenue, New York, NY 10001.

New From Know, Know, Inc., P.O. Box 86031, Pittsburgh, Pennsylvania 15221. An excellent annotated listing of many pamphlets, books, articles. Published by Know on Feminist Issues.

On Campus With Women, Periodic newsletter with information on Title IX, Affirmative Action and Employment Programs and Issues regarding Education for Women, also provides information contacts on current research, brochures and programs in this area. Contact: Dr. Bernice Sandler, Director. Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009

Resources for Ending Sex Biases in the Schools: A Workbook for Action, PEER Perspective, 1029 Vermont Avenue, NW, Suite 800, Washington, D.C. 20005.

The Listening Man, c/o Richard Shell, Men's Liberation of Washington, D.C., 807 A Street, NE, #5, Washington, D.C. 20002.

The Spokeswoman, A national monthly magazine. It features feminist articles and various recent resources in the area of sex-role alternatives. Write to: The Spokeswoman, 5464 South Shore Drive, Chicago, Illinois 60615.

Today's Changing Roles: an approach to non-sexist teaching, Available from the Resource Center on Sex Roles in Education, 1156 15th St., N.W., Washington, D.C. 20005 for $3.00.

Training The Woman to Know Her Place: The Social Antecedents of Women in the World of Work, by Sandra L. Bem and Daryl J. Bem. Sandra and Daryl Bem have cogently examined the aspects of a woman's role that may deter her ability to utilize her full potential. They specifically speak to the aspects of a) discrimination, b) sex-role conditioning and c) the presumed incompatibility of family and career in the development of women. This resource provides valuable background information, up-to-date statistics and suggested avenues for guidance counselors, counselor educators and school administrators to aid the modern woman in her freedom of choice. Among other information, it notes that today's female adolescent continues to plan for a 19th century lifestyle in a 20th century world, giving little thought to what her life will be like after 40 (when her child-rearing responsibilities have ended). Copies of the booklet can be obtained upon request by writing: Department of Education, Commonwealth of Pennsylvania, Box 911, Harrisburg, Pennsylvania 17126.

Twelve Steps to Non-Sixist Masculinity, c/o Janet Niland, 812 Kenyon Lane, Newark, Delaware 19711 $2.00.

Unbecoming Men, Pamphlet available from Times Change Press, Pennwell Rd., Washington, New Jersey 07882, $1.35 + .35 handling. Collection of personal experiences, written by a group.

Woman Kit: Stop the World, We Want to Get On, AAUW, 2401 Virginia Avenue, N.W., Washington, D.C. 20037.

MAILING LISTS FOR MATERIAL AND INFORMATION

Human Studies Collection, MIT Humanities Library, Cambridge, Massachusetts 02139, Up-to-date Men's Studies Bibliographies and Women's Studies Bibliographies including overviews of current research in these areas have been researched and prepared. $2.00 per copy.

Know, Inc., P. O. Box 86031, Pittsburgh, Pennsylvania 15221, (412) 241-4844.

National Resource Center on Sex Roles, National Foundation for the Improvement of Education, 1201 16th St., Washington, D.C. 20036.

Peer Perspective, 1029 Vermont Avenue, N.W., Suite 800, Washington, D.C. 20005.

Project Advance: To eliminate sex bias in education. Center for Advanced Studies in Education, University of San Francisco, 2130 Fulton, 23 Phelan Hall, San Francisco, California 94117.

Project on the Status and Education of Women, American Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009. (Includes On Campus with Women, free.)

The Feminist Press, State University of New York, P.O. Box 334, Old Westbury, N.Y. 11568.

The University of Michigan, Center for Continuing Education of Women, 328-330 Thompson St., Ann Arbor, Michigan 48108, (313) 764-6555.

INDIVIDUALS WITH SPECIAL EXPERTISE

The following list was compiled by Ms. Leila Moore, Associate Director of Residence Halls, SUNY-Albany, 1400 Washington Avenue, Albany, New York 12222, who has done research in the area of sex role stereotyping.

Ms. Margaret Condor, or Ms. Jenny Farley; Cornell Women's Study Program, Ithaca, New York (607) 256-4206. Contact for a report of a study on male/female differences which lead to deterrants to occupation choice.

Dr. Douglas M. Daher; Clearinghouse for Structured Group Programs, Counseling Center, University of Rhode Island, Kingston, Rhode Island 02881, (401) 792-2288. Contact for information on:

Life Skills Groups
Assertive Training
Anxiety Management Training
Life Planning Workshops
Career Choice, Planning
Exploration Groups
Student Couples Workshops
Relationship Enhancement Groups for Couples

Life Theme Groups
Clarifying Personal Values
Self-Esteem Workshop
Human Sexuality
Women Aware
Raising the Male Consciousness
AND OTHER PROGRAMS AND EXERCISES

(There is a minimal cost for abstracts of programs.)

Dr. Margaret Feldman; Department of Psychology, Ithaca College, Ithaca, New York or Dr. Harold Feldman; Department of Human Development, Cornell University, Ithaca, New York. Contact for information on Androgeny.

Dr. Robert Lewis, Associate Professor of Individual and Family Studies; Pennsylvania State University, University Park, Pennsylvania. He has conducted a graduate seminar on masculinity and male sex role socialization.

Dr. Pat Jakubowski-Spector; Department of Behavior Studies, University of Missouri, Columbia, Missouri 65201, (314) 453-5792. Contact for information on assertion training.

Ms. Kay Thomison, Women's Studies Team; Clark College, Vancouver, Washington 98663, (206) 695-6521, ext. 213. Her team has examined sex roles.

SEX ROLE ASSESSMENT TOOLS

Attitudes Toward Women Survey
by Patricia Aver Englehard, Department of Counseling and Student Personnel, University of Minnesota, Minneapolis, Minnesota 55455. This survey has been utilized to investigate counselor attitudes toward women. It can be an effective tool in identifying the individual perceptions of women's sex roles.

Before The Liberated Man: Questionnaire on Feelings Toward Women and Masculinity
by Warren Farrell, author of The Liberated Man. This self administered survey can be found in the first few pages of The Liberated Man. The survey is geared towards men, but can be modified for women. It can provide a good stimulus for discussion in exploring men's and women's roles.

Bem Sex Role Inventory
This inventory is a measure of internalized sex role stereotypes. Participants are asked to note if certain adjectives characterize themselves. By scoring the instrument, either by hand or by computer, the investigator will note if the person endorses masculine, feminine, or androgynous roles. An androgynous sex role represents the equal endorsement of both masculine and feminine personality characteristics, a balance as it were, between masculinity and feminity. Information can be obtained by contacting Dr. Sandra Bem, Department of Psychology, Stanford University, Stanford, California 94305. For background on Bem's research and conceptual framework regarding sex and preference, sex role identity and gender identity, please read: Bem, Sandra L., "Beyond Androgyny=Some Presumptuous Prescriptions for a Liberated Sexual Identity" to be published in J. Sherman and F. Benmard (eds) Psychology of Women=Future Directions of Research. Psychological Dimension (in press) - a copy can be obtained from S. Bem.

Men's and Women's Place in Society
A preference sorting instrument utilized in a group setting to evoke awareness and discussion of attitudes about sex roles. (Copy is included in materials.)

EXCERPTS FROM:

GUIDELINES FOR EQUAL TREATMENT OF THE SEXES

MC GRAW-HILL BOOK COMPANY

The word sexism was coined, by analogy to racism, to denote discrimination based on gender. In its original sense, sexism referred to prejudice against the female sex. In a broader sense, the term now indicates any arbitrary stereotyping of males and females on the basis of their gender.

THE ROLES OF WOMEN AND MEN

Men and women should be treated primarily as people, and not primarily as members of opposite sexes. Their shared humanity and common attributes should be stressed--not their gender difference. Neither sex should be stereotyped or arbitrarily assigned to a leading or secondary role.

AVOIDING JOB STEREOTYPES

Though many women will continue to choose traditional occupations such as homemaker or secretary, women should not be type-cast in these roles but shown in a wide variety of professions and trades; as doctors and dentists, not always as nurses; as principals and professors, not always as teachers, as lawyers and judges, not always as social workers; as bank presidents, not always as tellers; as members of Congress, not always as members of the League of Women Voters.

Similarly, men should not be shown as constantly subject to the "masculine mystique" in their interests, attitudes, or careers. They should not be made to feel that their self-worth depends entirely upon their income level or the status level of their jobs. They should not be conditioned to believe that a man ought to earn more than a woman or that he ought to be the sole support of a family.

Portrayals: Human TERMS

Members of both sexes should be represented as whole human beings with human strengths and weaknesses, not masculine or feminine ones. Women and girls should be shown as having the same abilities, interests, and ambitions as men and boys. Characteristics that have been traditionally praised in males--such as boldness, initiative, and assertiveness--should also be praised in females. Characteristics that have been praised in females--such as gentleness, compassion, and sensitivity--should also be praised in males.

Like men and boys, women and girls should be portrayed as independent, active, strong, courageous, competent, decisive, persistent, serious-minded, and successful. They should appear as logical thinkers, problem-solvers, and decision makers. They should be shown as interested in their work, pursuing a variety of career goals, and both deserving of and receiving public recognition for their accomplishments.

Sometimes men should be shown as quiet and passive, or fearful and indecisive, or illogical and immature. Similarly, women should be shown as tough, aggressive, and insensitive. Stereotypes of the logical, objective male and the emotional, subjective female are to be avoided.

Sexist Language

Examples of stereotypes to be avoided: scatterbrained female, fragile flower, goddess on a pedestal, catty gossip, henpecking shrew, apron-wearing

mother, frustrated spinster, ladylike little girl. Jokes at women's expense--such as the woman driver or nagging mother-in-law cliches--are to be avoided.

NO	YES
the fair sex; the weaker sex	women
the distaff side	the female side or line
the girls or the ladies (when adult females are meant)	the women
girls, as in: I'll have my girl check that.	I'll have my secretary (or my assistant) check that. (Or use the person's name.)
lady used as a modifier, as in lady lawyer.	lawyer (A woman may be identified simply through the choice of pronouns, as in: The lawyer made her summation to the jury. Try to avoid gender modifiers altogether. When you must modify, use woman or female, as in: a course on women writers, or the airline's first female pilot.)
the little woman; the better half; the ball and chain	wife
female-gender word forms, such as authoress, poetess, Jewess	author, poet, Jew
female-gender or diminutive word forms, such as suffragette, usherette, aviatrix	suffragist, usher, aviator (or pilot)
libber (a put-down)	feminist; liberationist
sweet young thing	young woman; girl
co-ed (as a noun)	student

(Note: Logically, co-ed should refer to any student at a co-educational college or university. Since it does not, it is a sexist term.)

NO	YES
housewife	homemaker for a person who works at home, or rephrase with a more precise or more inclusive term
career girl or career woman	name the woman's profession: attorney Ellen Smith; Marie Sanchez,

NO	YES
	a journalist or editor or business executive or doctor or lawyer or agent
cleaning woman, cleaning lady, or maid	housekeeper, house or office cleaner
The sound of the drilling disturbed the housewives in the neighborhood	The sound of drilling disturbed everyone within earshot (or everyone in the neighborhood).
Housewives are feeling the pinch of higher prices	Consumers (customers or shoppers) are feeling the pinch of higher prices.

In descriptions of men, especially men in the home, reference to general ineptness should be avoided. Men should not be characterized as dependent on women for meals, or clumsy in household maintenance or as foolish in self-care.

To be avoided: characterizations that stress men's dependence on women for advice on what to wear and what to eat, inability of men to care for themselves in times of illness, and men as objects of fun (the henpecked husband).

Women should be treated as part of the rule, not as the exception. Generic terms, such as doctor and nurse, should be assumed to include both men and women, and modified titles such as "woman doctor" or "male nurse" should be avoided. Work should never be stereotyped as "woman's work" or as "a man-sized job". Writers should avoid showing a "gee-whiz" attitude toward women who perform competently. ("Though a woman, she ran the business as well as any man." or "Though a woman, she ran the business efficiently.")